

**CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH
TEACHER AT THE SEVENTH GRADE STUDENTS OF MTSN II
SURAKARTA IN ACADEMIC YEAR 2019/2020**

THESIS

Submitted as A Partial Requirement

For the degree of sarjana in IAIN Surakarta



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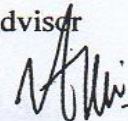
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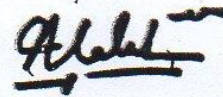
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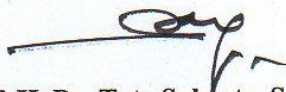
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DEDICATION

This thesis is dedicated to:

1. My great parents Tugimin and Samiyati
2. My beloved sister Mega Afifah
3. My beloved brother Saiful Rizan
4. All of my lovely friends and Almighty Alpa
5. My Almamater IAIN Surakarta.

MOTTO

*There is only one thing that makes a dream impossible to achieve:
the fear of failure. (Paulo Coelho, The Alchemist)*

*"If you don't go after what you want, you'll never have it. And if you
don't ask, the answer is always no. Also if you don't step forward,
you're always in the same place." (Nora Roberts)*

PRONOUNCEMENT

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I hereby sincerely states that the thesis entitled **“Classroom Management Conducted by English Teacher at the Seventh Grade of MTs N II Surakarta in the Academic Year of 2019/2020”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

If later proven my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 23th 2020

Stated by,

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercises so the researcher was able to finish this thesis entitled “*A Descriptive Study on Classroom Management Conducted by English Teacher at the Seventh Grade students of MTs N II Surakarta in the Academic Year 2019/2020*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag, M.Pd, as the Rector of State Islamic institute of Surakarta.
2. Dr. Toto Suharto, S.Ag, M.Ag, as the Dean of Cultures and Languages Faculty of State Islamic Institute of Surakarta.
3. Budiasih, S.Pd, M.Hum. as the Head of English Language Education of Cultures and Languages Faculty and the advisor for her guidance, permission, approval, precious advices, corrections and help to revise the mistake during the entire process of writing of this thesis.
4. Novianni Anggraini, S.Pd., M.Pd, as the advisor of the thesis. Thanks for the guidance, precious, advices, and motivation, correction and help to revise the mistake during the entire process of writing the thesis.

5. All of the lectures in English Language Education of FAB IAIN Surakarta for the precious knowledge.
6. Drs. Sunarto, M.Pd. as the Headmaster of MTs N II Surakarta . Thanks for giving permission for the researcher's research.
7. Dra. Sri Widayati as the English Teacher of MTs N II. Thanks for helping the researcher during conduct the research.
8. The researcher's beloved parent Tugimin and Samiyati for uncountable endless love, support, pray, help, and everything that they give to the researcher.
9. The researcher's beloved sister Mega Afifah for big support.
10. The researcher's beloved brother Saiful Rizan for big support.
11. "*Almighty Alpha Class*", thanks for the friendship Rafika Yunion, Siti Sholihah, Lusi Dyah.
12. All of the researcher's friends and everyone who helps the researcher that she can not mentioned the name one by one. Thank for everything.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, November 23th 2020

The Researcher

Defi Kholilah

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ABSTRACT

Defi Kholilah. 2020. *CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT THE SEVENTH GRADE STUDENTS OF MTs N II SURAKARTA IN ACADEMIC YEAR 2019/2020*. Thesis. English Language Education. Culture and Languages Faculty, State Islamic Institute of Surakarta.

First Advisor : Novianni Anggraini, M.Pd.

Keyword : Classroom management, English Teacher

The objectives of this research were divided into two parts, 1) The objectives of the research were (1) to describe the classroom management conducted by English teacher at the seventh grade of MTs N II Surakarta in academic year 2019/2020 and (2) to explain the problems faced and solution by English teacher at the seventh grade of MTs N II Surakarta in academic year 2019/2020.

This research was descriptive qualitative study. The method of the research was descriptive qualitative research. The subject of this research was the English teacher at the seventh grade. The data was collected by using observation and interview. The researcher did observation to know activities of the teaching learning process in the class which is related to the classroom management conducted. Interview is used to collect information from English teacher to know the problem faced in classroom management conducted. After collecting the data, the researcher analyzed the data found qualitatively.

The result of this research show (1) Classroom management conducted is divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. (2) The Problem Faced by English Teacher in Classroom Management. Problems were lack of confidence, knowledge or unprepared material, motivation and students misbehavior. To solve the problem, the teacher gave a punishment and treatment.

The result of this research show (1) Classroom management was conducted by the English teacher divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. (2) The Problems Faced by English Teacher in Classroom Management were lack of confidence, knowledge or unprepared material, motivation, and students' misbehavior. To solve the problem, the teacher gave a punishment and treatment.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about Background of the Study, Limitation of the Problem, Problem Statement, Objectives of the Study, and Definition of key term.

A. Background of the Study

Managing classrooms means managing the complexity, simultaneously contributing to the moment-by-moment unfolding of classroom life, and the longer story of formal education. There are classified classroom management elements in the physical environment of the classroom such as the sight, sound, and comfort; the seating arrangements; the use of the board, and the equipment needed in the class (Brown, 2001: 192-4). Those elements are related to the teacher such as his/her voice and body language. So, teachers should master adequate classroom management strategies that will help them control the class and make their students enjoy it rather than hate it or consider it as a heavy burden.

The teaching-learning process is based on direct interaction between the students and the teacher. To perform this task effectively and efficiently the teacher needs to be proficient in interpersonal skills (Malik, 2012). Some of the Interpersonal skills are mentioned as this explained. The effective communication skills of the teacher make her/him comprehensible by the listener. Her/his self-confidence and instant decision making enable her/him to resolve conflicts instantly. It is always patient and motivating. Excellent at

collaborative work when involving students in some practical work. Has command of her language and speaking style. Can intellectually convincing arguments. He/she always uses his/her knowledge positively and wisely and above all respects the emotions of the students. Creates a democratic atmosphere in the classroom (Malik, 2012).

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009). The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Marzano (2003) synthesized 35 years of research on effective schools and found the following results. Consider the following case: a student attends an average school and has an average teacher for two years. At the end of these two years, the student's achievement will be at the 50th percentile. If the same student attends an ineffective school and has an ineffective teacher, the student's achievement will have a drop to the 3rd percentile after two years. If the student attends an effective school but has an ineffective teacher, his or her achievement after two years will have dropped to the 37th percentile. An individual teacher can produce powerful gains in student learning.

The researcher conducted a pre-observation at MTs N II Surakarta, in a class taught by Dra. Sri Widayati. The first pre-observation was held on Friday, August 24, 2018. The teacher taught in class VII C. When the lesson began, some students were crowded. The teacher said that the class was very

crowded. Students are asked to make sentences related to hours. The teacher conveys the material by explaining it with a PowerPoint. Some male students make a fuss by intimidating friends by calling them by other names. Some of them do not want to do the work. The teacher organizes students into making groups by counting them from one to five. The teacher uses English to move to the next transition but he translates it into Indonesian. In delivering the material, the teacher also uses Javanese.

The second pre-observation was held on Saturday, August 25, 2018, in class VII D. The teacher said that day three times and then the students followed it. The teacher uses a loud voice. The teacher says that students must know the pronunciation first so they can easily remember the name of the day. Some male students can't read fluently. Most of the male students are noisy. The teacher announces that if they are very noisy, they can leave the classroom.

The third pre-observation was conducted on Monday, August 27, 2018 in class VII B. The teacher delivered the same material as in class VII B. On the other hand, the assignments were different. Students are asked to arrange mixed words into good sentences. The teacher does not use other media. In that class, students are in a calm condition. That means they don't make as much noise as in the previous class. They are also active in group discussions.

From the observations above, the seating arrangement used is an orderly row; The teacher sits in the front while students sit in rows. The blackboard hung in front of the class. The ink is only one in the teacher's office so if the ink board runs out, some students are asked to fill in the ink.

There are some students who are annoying. This case is certainly challenging. The teacher warns students at first that they are making a noise or disturbance. The teacher tells me that if a student interferes with learning activities, he will be expelled from class.

The teacher could manage the class well enough. In giving instruction, the teacher used English at first, then she translated into the Indonesian language. Students were asking the teacher when they worked in a group because they did not understand the instruction entirely, but they did not ask directly after the instructions were given. Almost in every single transition, the teacher used English to speak up with the students. The teacher's voice was inappropriate volume and speed and it was also audible.

At MTS N II Surakarta, where the research was conducted, the English teachers in this school usually used classroom management conducted in their English class, such as the teacher usually telling the material in front of the class, the teacher using a shared chair arrangement; orderly line, the teacher uses a textbook to tell the material and work on practice questions, that is, the teacher uses Indonesian and English in his class. Based on previous observations, the teacher said that the aspects of classroom management were class mastery, teaching materials, teaching methods, and communication.

Based on the experience and observing the English teacher and discover how the teacher manages the class and plays his role well even though sometimes she has problems managing students in the class and it will all affect student achievement and the researcher also observes the atmosphere of

students related to class management, researchers also see the teaching and learning process carried out for classroom management, make observations and see how the learning plan is carried out in class. In this study, wanted to find out how to manage classrooms in seventh grade MtsN II Surakarta. Based on the description above, researchers are interested in conducting research on classroom management by English teachers in seventh grade at MtsN II Surakarta. From the description above, the researcher is interested in carrying out the study **“Classroom Management conducted by English Teacher at the Seventh grade studentsof MTSN II Surakarta in Academic Year 2019/2020.**

B. Problem Identification

Based on the research background above, the researcher suggests a clear and systematic identification of the problem as follows:

1. There are some VII C grade students who feel lack of confidence when the teacher asks students to come forward to answer questions from the teacher of MTs N II Surakarta in academic year 2019/2020.
2. There are students in classroom disturbing teaching learning process when teachers explain the material of MTs N II Surakarta in academic year 2019/2020.
3. The teacher using mixed language in the classroom when explaining the material of MTs N II Surakarta in academic year 2019/2020.

4. There are some students in the classroom who want their teacher to always pay attention when explaining the material of MTs N II Surakarta in academic year 2019/2020.

C. Limitation of The Problem

To make the analysis of this research more concentrated, the researcher focused on the limitation of this study only on the seventh grade students of MTsN II Surakarta. The researcher took the data from the seventh grade English Teacher.

D. Problem Statement

1. How is the classroom management conducted by English teacher at the Seventh grade students of MTsN II Surakarta in Academic Year 2019/2020?
2. What are problems faced and solution by the English teacher in managing a classroom at the Seventh grade students of MTsN II Surakarta in Academic Year 2019/2020?

E. Objectives of the Study

The objective of present study is to find out:

1. To describe the English teacher manage a classroom at the Seventh grade students of MTsN II Surakarta in Academic Year 2019/2020.
2. To explain problems faced and solution by the English teacher in managing a classroom at the Seventh grade students of MTsN II Surakarta in Academic Year 2019/2020.

F. Benefit of the Study

The study expected to give some contributions. The contribution can be distinguished into theoretical benefits are as follow:

1. Theoretical Benefit

The theoretical benefit of the research is being helpful information and useful references to the next study. The result of the research is expected to give information to the classroom management at the Seventh grade students of MTSN II Surakarta in Academic Year 2019/2020.

- a. Practical benefit

- 1) For Headmaster

The result can be used to give instruction or brief to the teacher about how to manage the classroom in order to more effective and interesting for students when learning English.

- 2) For teachers

The results of this study can be used as input information for teachers in managing their classrooms that are appropriate to the situation of students and class.

- 3) For other researchers

The results of this study will provide information to assist them in conducting future research or to develop their research to be more specific or etc.

G. Definition of Key Term

The writer wants to explain the meaning of key terms in the title from this research in order to make easy and understandable by the readers. The explanations are as follows:

1. Teaching English

According to Tomlinson (1998:3), teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language.

2. Classroom Management:

Ade Rukmana (2011:107), classroom management is the teachers' activities in the classroom that create and maintain optimal conditions for the occurrence of the learning process.

3. Descriptive study:

According to Sukmadinata (2012:72), descriptive research is research that describe and explains the phenomenon, natural phenomenon or human phenomenon. Descriptive research examines activities, characteristic, change, relationship, similarities and differences with anotherphenomenon. Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The word "existing phenomena" makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. What is necessary for a researcher to do is collecting the available data through the use of research instruments

such as test, questionnaire, interview, or even observation. The main goal of descriptive research is to describe systematically the existing phenomena under the study.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explained about (A) Definition of Classroom Management, (B) Managing Classroom Management, Physical Presence, Seating Arrangement, Voice Management, Student Talk and Teacher Talk, (C) The Areas of Responsibility of Classroom Management, (D) The Effective Classroom Management, (E) Teaching Strategy of Classroom Management, (F) Previous Related Study.

A. Definition of Classroom Management

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must develop caring, supportive relationships with and among students and organize and implement instruction in ways that optimize students' access to learning. Additionally, Evertson and Weinstein (2006) state that teachers should encourage students' engagement in academic tasks, which can be done by using group management methods. Teachers must promote the development of students' social skills and self-regulation. Finally, Evertson and Weinstein (2006) state that teachers should be able to use appropriate interventions to assist students with behaviour problems.

According to Mudasir (2011:1) said that management is ability or skill to get a result to reach the purpose of others' activities. Other hand according to Mudasir (2011:2) said that classroom is room that is limited by

four walls for some of students to gather to follow the process of learning. Wilford in Ade Rukmana (1986:108) said that classroom management is a set of teacher's activities to create and maintain a good interpersonal relationships and socio emotional climate of the positive class. According to Ade Rukmana (2009:103) said that the successful of the students in learning was influenced by the teaching and learning strategy that had done by the teacher, because of that the teacher was forced to understand about the filosofis of teaching and learning it self. J.M. Cooper in Mudasir (2011: 2-3) said that classroom management is the whole of teachers' activity to improve the positive behavior of students and to reduce the negative behavior of students this is related to the behavioral modification of the students, the student's success in learning is largely determined by the learning strategies conducted by the teacher. Teachers are required to understand the basic components in conducting learning activities in the classroom. One of indicators a professional teacher has is the ability to manage the classroom. From many views about classroom management above, we can conclude that classroom management is the teacher's activities in the classroom to create and maintain the students activities in the class so the teaching efficiently and the purpose of the study can be achieved.

According to Randin McCreay (2013) Classroom management is a the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common

denominator is making sure that students feel they are in an environment that allows them to achieve.

From some of the definitions above, it can be concluded that classroom management is a set of activities to develop the desired behavior of students and reduce or negate unwanted behavior, develop positive interpersonal and socio-emotional relationships and develop and maintain effective and productive class organizations with an art and a science with many identifiable characteristics that result in smooth periods of learning, flexible enough to recognize what is needed and has the ability to keep control of the situations that arise.

B. Managing Classroom Management

a. Physical Presence

Harmer (1998:15) stated that the teacher's physical presence plays a large part in his or her the classroom environment.

1) Proximity

The teacher should consider how close they want to be to the students they are working with. Some students resent it if the distance between them and the teacher is too small.

2) Movement

Some teachers tend to spend most of their class time in one place at the front of the class, for example, or to the side, or in the middle. Most successful teachers move around the classroom to some extent. That way they can retain their

students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).

b. Seating Arrangement

1) Orderly Rows

The teacher has a clear view of all the students and the students can all see the teacher - in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up and down making more personal contact with individual students and watching what they are doing.

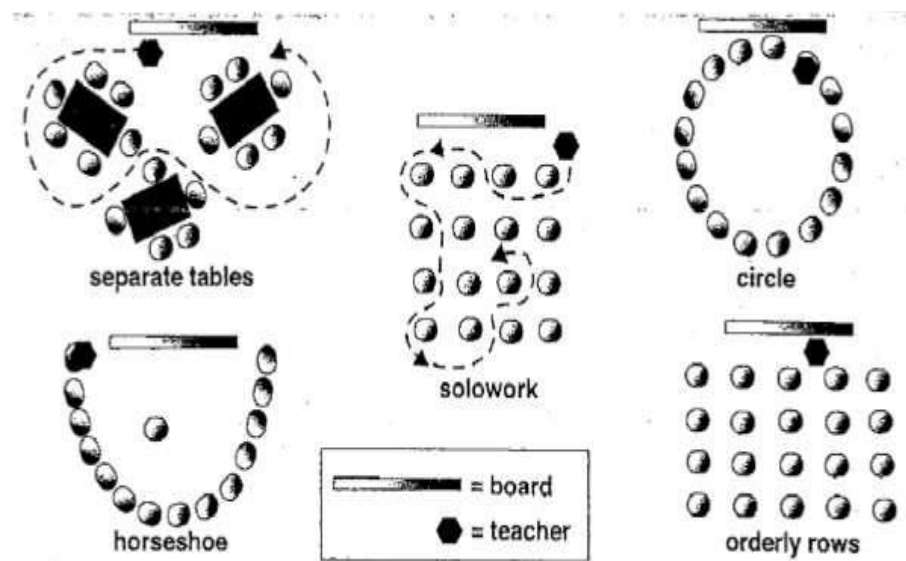
2) Circles and Horseshoes

In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teacher's position - where the board is situated is less dominating.

3) Separate Tables

When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in

mixedability classes where different groups of students can benefit from concentrating on different tasks (designed for different ability levels). Separate table seating is also appropriate if students are working around a computer screen, for example where students are engaged in collaborative writing or where they are listening to different audio tracks in a jigsaw listening exercise.



Picture 2.1 Different Seating arrangements in class

c. Voice Management

1) Audibility

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. Teachers do not have to shout to be audible. Good voice projection is more important than volume.

2) Variety

It is important for teachers to vary the quality of their voices and the volume they speak at according to the type of lesson and the type of activity. The kind of voice we use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information.

3) Student Talk and Teacher Talk

Classes are sometimes criticised because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practise their own speaking - and it is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other things, too, such as reading and writing. For these reasons, a good teacher maximises STT and minimises TTT.

C. The Areas of Responsibility of Classroom Management

Burden (2000:218) state that the order means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional task and are not misbehaving. There are several areas of responsibility for the classroom management. Burden (2000:13) stated that an effective classroom management handles the following seven areas of responsibility:

1. Select a philosophical model of classroom management and discipline.
2. Organize the physical environment.
3. Manage student behavior.
4. Create a respectful, supportive learning environment.
5. Manage and facilitate instruction.
6. Promote classroom safety and wellness.
7. Interact with colleagues, families, and others to achieve classroom management objectives.

Certain models of classroom management have been proposed by some educators, such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline. Teachers really need these theoretical models since they offer a basis for analyzing, understanding, and managing the students and the teachers behavior. The teacher should select a philosophical model that is consistent with their beliefs. The technique which is used to manage students behavior should be consistent with the belief about students learn and develop.

The instruction and order in the classroom are affected by the way desk, table, and other class materials arrangements. The teacher needs to organize several aspects of the physical space to create an effective learning environment. A classroom needs guidelines to promote the order and to provide conducive learning environment. Burden and Byrd (2010:2019) stated that rules and procedures support teaching and learning and provide students with clear expectations and well

defined norms. Students also need to feel physically and emotionally safe before they can give full attention to the instructional task.

Some aspect which contribute to classroom safety and wellness, such as strategi in managing students behavior, creating a supportive classroom, and managing and facilitating instruction needs to be cope by the teacher. However, sometimes teacher needs to take actions for solving problems and conflicts that threaten classroom order and the learning environment.

D. Components of Classroom Management

Garret (2014:3) stated that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

1. Physical design of the classroom

The classroom environment has proven to change and influence behaviors among students. The design of the classroom allows for some activities to take place and for other to not. It is important that teachers take into consideration the influence their classroom arrangement can make on their students. The environment of a classroom sends out symbolic messages to those who enter the classroom. At times, these messages do not send the right message to the students. The environment should reflect the beliefs and values of the teacher. Therefore, it is

vitally important that teachers see what message their classroom send out.

2. Rules and routines

Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning. In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Emmer & Gerwels, 2006). Most routines fall into three broad categories: movement routines, lessonrunning routines, and general procedures. Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

3. Relationships

The idea of developing caring relationships is often overlooked during conversations about classroom management. Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.

4. Engaging and motivating instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Savage & Savage, 2010; Weinstein & Romano, 2014). On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson. Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

5. Discipline

Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the

ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

E. Teaching Strategy of Classroom Management

Classroom management is a very important aspect of teaching these writers collect data within the strategy of the management class that teaching is a pleasure and the students will be enthusiastic in learning. According to Burden (2010:75) this data is designed to give you a few tips that will help the author with class management strategies.

1. Get set up

The teacher has to be prepared, when the teacher wants to teach the things that need to be prepared is the learning material and learning implementation plan that will be submitted. As well as the teacher should plan and develop daily schedules as well as lesson plans are closely aligned on the provisions provided by the school district. This plan should be Universal

to the needs and learning styles of each students in the class, in other words students are visual learners should be given lessons and activities that suit their learning styles, students who study hearing loss should receive instruction in these areas, students who need extra time to get that time, students who Excel should have additional tasks that they can independently resolve and so on. When the teachers prepare to teach in school classrooms then the students will have an exciting and productive day in following lessons each day.

2. Make the room attractive

Teachers must work to have an attractive and conducive spaces as well as students can appreciate and enjoy as well as creating a clean and comfortable room for them to learn. For example in teaching using slides, pictures or games, make a schedule for the class and teacher cleansing have to apply the schedule in particular teaching. Do this thing can produce students to be more creative, innovative and keep them happy will be a lesson that teachers pass.

3. Set classroom rules

Rule in class is very necessary because as control and guide in teaching. So that in teaching can be a maximum and conducive school classrooms;, as well as teachers involve students in designing the rules and those who will be running it so as to allow students to work discipline in running the rules. After the

rules is made, and then make it as responsibility, all students who violate or not to see that the rules are followed properly or not. As well as give reward students who run the rules properly. This will encourage other students to continue to follow the rules as well as motivate students who are not successful enough to earn the reward at a later date.

4. Be enthusiastic about the lessons

When the teacher gives the lesson have earned more interactive with the students and engage them to participate and can understand. Develop methods that teacher create and encourage all students to participate in the lessons and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately, make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms. Please remember to give students sufficient wait time for answering questions because the students are all different and some need more time than others. The process never wanted to shut the students remain the answers always flows and continue to encourage and bring out the best in them.

5. Be fair with the students

As a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat

each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach give those who present themselves respectfully all of the time. They will all love and appreciate teacher for this attitude of being fair to all students.

6. Keep students of records

When kids do their jobs, then their work should be assessed and recorded in grade book. It provides its own entry for the students, as well as provides gifts and good judgment to students if they can behave well in class. It also lets the kids know that the teacher has a specific meaning and they should live it well, because it aims for them salve and explore by helping them to understand the concepts being taught. As the given task can be rated as class assignments by students' under the guidance of a teacher. Corrects the task is a tool to learn basic and students will learn as they go through the answers and read or hear comments made by other students and teachers.

F. Problems in Classroom Management

There are many problems in classroom management during teaching practice such as lack of confidence of student-teachers, lack of teachers' knowledge or unprepared material, lack of student motivation to learn, and student misbehavior.

1. Lack of confidence

The lack of confidence makes student-teachers feel uncomfortable in front of the students. Student-teachers feel anxious to teach the student. Some secondary school English teachers in Asia are often lack confidence in conducting communications activities in English because the teachers themselves feel that their own proficiency is not sufficient to engage in communication or deal with students' unforeseen needs (Littlewood, 2007; Li, 1998). Sutton, Mudrey-Camino and Knight (2009) also highlight that teachers may feel happy when the teacher met the students who follow directions, frustrated when students cannot grasp a concept, angry with students

2. Lack of knowledge or unprepared material

Teachers may get a problem when they have to teach a subject of study which they have little knowledge (Tavakoli, Nasri, & Rezazadeh, 2013). Student-teachers may get some problems when they have to teach about the material that they have not prepared yet. They will be embarrassed when the students know more than student- teachers. They argued that teacher may be aggravated when the students' knowledge of the special subject is more than theirs. Improving the preparation of teachers material tends to focus on which subject courses as the material is important in order to be qualified to

teach (Ball & McDiarmid, 1989).

3. Lack of student motivation

Effective class occurs when both of teacher and student can achieve learning goals. When the teacher can make the students get involved in classroom, it may help teacher to deliver the material. Therefore, student's interest is needed in learning. According Sasidher, Vanaja, and Parimalavenu (2012) lack of student motivation causing students to be uninterested and lazy, is considered as one of the important factors leading disruptive behavior. Students' motivation is the most important component of learning (Wieman, 2013). Some students who were not are hard to achieve the material. Wieman stated students who have high motivation will learn easily, and make the class fun to learn, while unmotivated students will learn very little and make the class uncomfortable.

4. Student misbehavior

According to McPhillimy (1996) some issues related to students misbehavior are students who are always asking out to the toilet, having too-high noise level, being unable to identify the perpetrator of an offence when all deny guilt, a playground dispute which continues in the classroom, refusing to do what teacher is told, and swearing in the classroom. The teachers feel angry with those students who not follow the regulation, but the teachers try to calm down herself to make the class keep

successful. Teachers who attempt to regulate their anger and frustration through reappraisal report stopping and thinking, and reminding themselves that they are teaching kids (Sutton, 2009). Moreover, a student-teacher as a teacher should try hard to handle a misbehavior student in order to achieve learning goals.

G. Previous Related Study

For the previous study, the researcher learn some thesis having similarities and differences with the reseachers thesis. They are as follow:

1. Study entitled *Classroom Management Employed by Effective Teachers in English Classes in academic year 2017/2018*. The study was conducted by Fhemy Putri Hayu Andany. This research was qualitative approach. The subject of the research is two english teachers from two different school, these are from MAN 1 Trenggalek and SMAN 2 Trenggalek. The objectives of her research are to investigate on the activities of teachers in developing their teaching and learning in the classroom and how the effective teachers employ classroom management in english class. The similarities was a qualitative research. The difference was in the was in subject and object in the research.
2. Study entitled *English Teachers' Strategies In Managing A LargeClass at SMP Negeri 4 Kota Jambi in academic year*

2017/2018. The study was conducted by Sibarani, Meria. This research used descriptive qualitative approach. The subject of the research are four English teachers that involved as participants in this research. The objectives of her research are investigate English teacher's strategies in managing a

3. large class at SMP N 4 Kota Jambi. This research only focuses on the English teachers' strategies in managing a large class. This research is conducted at SMP Negeri 4 Kota Jambi. The similarities were the object in Junior High School. The difference was in the object in this research used four English teachers.
4. A research conducted by Alberik Ryan Tendency Wijaya (Sanata Dharma University Yogyakarta) entitled "*English Teacher's Classroom Management Strategies In Smp Maria Immaculata Yogyakarta*". The result of Alberik's research show is divided into three sections. The first sections present the real world interaction data from the observation and in descriptive form. The second part identifies the students the students misbehaviors based on the questionnaire which was cross checked with the data from the observation. The third part discusses the classroom management strategies by the teachers and their opinion about the cases that were gathered from the interview that were triangulated with the observation and questionnaire. The similarities were the object in Junior

High School. The difference was in the method, Sanata's using Quantitative Research method, in this research was using Qualitative research method.

5. International Journal of Islamic Studies research conducted by Sulaiman (Universitas Islam Negeri Ar Raniry Banda Aceh, Indonesia) entitled "*Classroom Management: Learners' Motivation And Organize The Learning Environment Of Pai*". The result of Sulaiman research is classroom management is the key to success and improves the quality of PAI learning in the classroom. Learners are potential classes who can be utilized through effective classroom management. Teachers are required to have classroom management skills to optimize the PAI learning process in the classroom effectively. Conducive, challenging and inspiring classroom situations can develop PAI learning motivation. This is the positive implication of effective classroom management on PAI learning. The Similarities researchers described classroom management applied in teaching learning process. The difference were in Sulaiman's research is PAI subject, in this research was English subject.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained about Research Method, Subject of Study, Setting of the Research, Source of the Data, Technique of Collecting Data, Technique of Data Verification, and Data Analysis.

A. Research Method

In this research, the researcher used descriptive qualitative. Creswell (1994:145) states that qualitative research involves fieldwork, the researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.

Cholid Narbuko (2010:44) said that descriptive research is the research in effort to explain the problem solving in this time based on the data, so it also provides data, analyses and implements. Brumfit and Mitchell (1995:11) stated that descriptive research aim at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. The researcher collects the data, analyses them and draw a conclusion based on the data only.

In conclusion, this research was a descriptive qualitative research. This research was qualitative since the data are in the form of words. Meanwhile, the research was descriptive one since the researcher use descriptive method. This was caused the researcher wants to describe about the classroom management conducted by English teacher and to

explain problems faced by english teacher in managing classroom at the seventh grade students of MTs N II Surakarta.

B. Subject of Study

The Subject of this research are an English teacher at the Seventh grade students of MTs N II Surakarta: The English teacher Dra. Sri Widayati and the students in class VII.

C. Setting of Research

1. Place of Research

This research is conducted at MTs N II Surakarta. It is located on Jl. Transito Suronalan Pajang Laweyan Surakarta (57146).

2. Time of Research

3. This observation was conduct on August 2018. The detail research schedule is in the following table:

Table 1.1 Research schedule

No	Activities	2018	2019						2020						
		8	6	7	8	9	10	11	1	2	3	4	5	9	10
1.	Pre- Observation														
2.	Tittle Consultation														
3.	Proposal Draft														

	Seminar														
4.	Proposal Examination														
5.	Research														
6.	Thesis Draft														
7.	Munaqosah														

D. Sources of the Data

The source of the data in this research included events and informant. The definition as follows:

1. Event

The event in this researcher was in the form of the teaching and learning activities in the classroom of English Subject in the seventh grade English teacher.

2. Informant

In descriptive qualitative research was often called as respondents were people who gave the information for the research. The informant of this research was the English teacher of tenth grade of MTsN II Surakarta. The English teacher would be the key informant of this research by interview.

E. Technique of Collecting Data

In qualitative research, the data obtained from various sources, using data collection techniques (triangulation) and carried out continuously until data are collected. In qualitative research, data collection is conducted with natural setting, the primary data source, and data collection techniques more on participant observation, in depth interviews, and documentation (Sugiyono, 2010:225).

1. Observation

Marshall (1995, in Sugiyono 2010: 226) stated that through observation, the researcher learns about behavior and the meaning attached to those behaviors. Observations enable the researcher to gather data on the physical setting, human setting, interactional setting, and program setting. By doing observation, the researcher can see and know the English Teacher's in Managing the classroom.

The researcher noted several things about the interaction between teachers' and the students from the beginning to the end of the lesson in a span time forty five minutes.

2. Interview

Esternberg (in Sugiyono, 2010:231) stated that an interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

Type of interview used in this research was semi structured interview. It was included to in-depth interview.

In this type of interview, the researcher should prepare what the questions before the interview and new questions may emerge depend on the progress of interview and situation. It is possible to add new questions out of the questions list if the Researcher gets new information out of question list that have been arranged. The aimed of this type of interview is to get detail information from the interviewee about how the teacher manages a good class so that, the learning process runs smoothly and students can receive the material that has been delivered by their teacher.

3. Documentation

Documentation is the past event note. Document may take the form of text, images, or the monumental works of a person (Sugiyono, 2010:240). Therefore, the documentation method is a data collection technique that is indirectly given to research subjects. These documents are syllabus, lesson plans, pictures, videos, and field notes.

The researcher used this technique to support data collection from observation and interviews. In this case, by using instrument that is a document that can be seen in the teacher lesson plan and teacher's material to teach English, the

researcher collected data about the strategies of the English teacher in managing the classroom.

F. Intrumens of the Research

Research instrument is a tool used to catch the data and to dig a variable that observed. Research instrument refers to any equipment used to collect the data (Arikunto, 2001:262). The researcher does the following procedures the data with:

1. Obsevation sheet

Table 1.2 observations sheet

No	Item s	Yes	No
1.	Teacher' checks the students' attendance list before start the lesson		
2.	Teacher collects the result of students' work		
3	Teacher checks the result of students' work		
4	Teacher give score to the students' work		
5	Teacher writes the score of students' work in individual or group.		
6	Teacher distributes the tool and material fairly		
7	Teacher gives information about the material that have to be done by the students.		
8	Teacher asks the students' work that must and have finished to be done.		
9	Teacher gives homework.		
10	Teacher can work together and show the friendship.		
11	Teachers give warning to the students in good time about the trouble that may happen in the classroom.		
12.	Teacher can share the attention toward the activity that is occuring in the same time		
13.	Teacher asks the students to keep practice, report and give respond based on the activities given.		

14.	Teacher asks the students to keep practice, report and give respond based on the activities given.		
15.	Teachers controls students' behavior who have problems and difficulties.		
16.	Teacher can give the solution about the problem that happen in the group.		
17.	Teachers handle the students' behavior and try to find the solution.		

2. Interview Guide

Interview guidelines are used to find out teacher responses regarding learning that has been carried out and to find out there is whether or not learning barriers. The questions as follows:

- a. How do you apply Classroom Management when teaching and learning in class?
- b. What are the problems faced when implementing Classroom Management during the teaching and learning process?
- c. How do you deal with these problems?
- d. What do you do if there are students who disturb the teaching and learning process in the class?
- e. How do you build communication between the teacher and students in the classroom?
- f. What are the factors influence classroom management during the learning process?

G. Technique of Data Verification

Qualitative research is valid when it accurately represents the experiences of the study of the subject. To check the validity of the data the interview, there are some techniques that used by the researcher. One of them is Triangulation. Yin (2003: 125) explains Triangulation is technique of collecting data by combination of some different information of collecting data and data sources. So, the goal of this technique is to increase an understanding of what ever being investigated. According to Cresswel (2009), there are some types of triangulation, which are Time Triangulation, Theoretical Triangulation, Investigator Triangulation, and Methodological Triangulation.

In this research, the researcher use Methodological Triangulation to verify the data, because the researcher uses some technique to collect the data. Methodological Triangulation is a type of Triangulation that is used more than one technique to collect the data for getting same data. It is used to get valid data and verify the data from the field. The methodological Triangulation started with observation first and then interview. The researcher conducted observation in two classes taught by both teachers and make a note about all the activity that occur in that classes. Then, the next step is interview the informant. The informant is the teachers. Before conducting the interview, the researcher made a blue print that was validation by the expert. Interview is used to collect the data from the people about opinions, beliefs and feeling about something in their words. In this section, the researcher conducted

interview with the teachers and record the information from them. The recorders are used to make transcripts. After it, the researcher comparing both field notes and the transcripts to get the valid data.

H. Data Analysis

After collecting the data, the researcher analyzed all the obtained data. The technique of data analysis is qualitative data analysis. Qualitative data relies on the description of the result of the research about how the teacher employed their classroom in English learning process to create effective classroom management. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (1994) covering data reduction, data display, and conclusions' drawing. It will be explain as follows:

1. Data Reduction

Data reduction form of analysis that sharpened shorts, focuses, discards and organizes that data in such as a way that final conclusion can be drawn and verified. Data from the field was complex and complicated, so it needed to be analyzed by reducing data. Data reducing was done by selecting the appropriated data and focusing to the importance data. All data got from field were simplified to find which data appropriate with research problems. In this research, the researcher reduce or put out the data about the activities that not appropriate with the formulation of the research problem and out of the topic, such as conversation between students and teacher when prepare the

presentation, the conversation between teachers and students that not support the data, my introduction to the students before joining their class activity, and some announcement from the school for the students.

2. Data Display

Form of analysis that descriptive what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. Displaying data was done by grouping the data systematically based on the needed structure. The data from the subject and instrument was crosschecked with the theory. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher will use narrative essay in displaying the data because it is the most common data display used in qualitative research. The researcher checked the data in the field with the theory and research problem.

3. Conclusion drawing

Conclusion drawing is last of procedure of analyzing data of the study. In the context of the study after the data is displayed, a conclusion is drawn. Making conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. In this research the conclusion is about criteria of effective teachers in employing their classroom

management to be more interesting and easy to understanding by the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion referring to the classroom management conducted by English teacher and the problem faced and solution by the english teacher at the seventh grade of MTs N II Surakarata in academic year 2019/2020.

A. The Research Finding

The research finding consists of the description of the data found. It included the description also the data description related to the classroom management conducted by english teacher and the problem faced and solution by the teacher in classroom management conducted. The researcher observed from September until January 2020 in four times. The explanation is the followings:

1. Classroom Management Conducted by English Teacher at at the Seventh grade students of MTSN II Surakarta in Academic Year 2019/2020.

Based on the data found from observation, the researcher conducted classroom management divided into five aspects. There were physical design of classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

a. Physical Design of Classroom

Physical design can play a large part in the management of the classroom environment. One of aspect the physical design of the

classroom was the seating arrangement. Related to the seating arrangement, the seventh-grade English teacher has a different seating arrangement depending on the material and the activities. The English teacher of the VII class usually used two ways of seating arrangement in the classroom.

Based on the first observation on Wednesday, September 19th, 2019, the teacher used orderly rows when the teacher explains the material, make a pair of works. When the teacher used orderly rows, the teacher had a clear view of all students and the students also can see the teachers in front of the class. It also made the teaching activity easier, the teacher enables them to maintain eye contact with the students.

Based on the second observation on Friday, September 20th, 2019, the teacher used a separate table when the teacher asked the student to make small group students. When the students sit in the small groups at an individual table, it made the teacher easier to see the students' worked and helped the students' difficulties.

b. Rules and Routines

The next key component of classroom management is the set of rules and routines. Rules should cover several dimensions of behavior, including respect (listening to others, treating others with respect), and making appropriate efforts (doing your best, coming to class prepared every day). The teacher uses positive language with

general rules. The advantage of the general rule is that teachers cover a wider range of situations and behaviors

Based on observations in class VII C on Wednesday, September 19th, 2019. the rules with common words refer to many different situations where the teacher says "Be a good friend", "Do your best," and "Respect others." Specific wording rules focus on specific situations, such as "No speaking" and "One person talking at a time". Routines are essential for the smooth running of the classroom as a whole. There are two aspects to routine. First, movement routines provide students with explicit steps for entering, exiting, and moving around the class.

Based on observations in class VII C on Wednesday, September 19th, 2019, students always ask permission from the teacher when students leave the classroom as if a student is going to the toilet saying that "I asked permission to go to the toilet mom" when the student leaves the class. Students are called by someone to gather in the yard, these students also ask permission. Second, the lesson routine is designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what students have to bring to class.

c. Relationship

The third component of classroom management is developing caring relationships. When teachers have good relationships with students, students are better prepared to accept rules and procedures

as well as disciplinary action that follows their violations. Without a foundation of good relationships, students usually reject the rules and procedures along with the disciplinary action that results.

First, the relationship between students. The key to developing positive interpersonal relationships among students is by giving students opportunities to connect with their classmates.

Based on observations in class VII C on Friday, September 20th, 2019, the teacher uses team building activities that require small groups to work together to complete assignments successfully. These activities promote positive interconnection because students need to work together to succeed.

Second, the teacher-student relationship. There are many different ways to communicate to students that the teacher cares for them both academically and personally.

Based on observations, before learning the teacher often gave open questions to students. This activity aims to improve students' speaking skills. It is one way to stimulate students to speak. In delivering and explaining the material the teacher uses the lecture or presentation method. In learning, the teacher sometimes asks several questions to attract students' attention and to test student understanding. The teacher also provides opportunities for students who do not understand to ask him.

d. Engaging and Motivating Instruction

The fourth component of classroom management is engaging instruction, which involves the use of instructional techniques that increase student motivation and interest in learning. To carry out lessons, teachers must develop a clear understanding of the many managerial tasks they have to handle before, during, and after lessons in order to carry out interesting and motivating lessons.

First, plan the necessary materials. Based on the observation in class VII C on Wednesday, September 19th, 2019, the teacher uses a laptop and LCD when delivering the subject matter. The teacher also uses the blackboard when the teacher delivers the material. He uses it to explain the material, give instructions, and give examples of material. In fact, teachers use worksheets that have been provided by the school (LKS) and made by themselves when giving assignments to students. The teacher also uses textbooks and blackboards to deliver the material.

In the third observation on Friday, September 20th, 2019, students used various things to do role play. Second, when giving instruction, it is important for students to ensure that students have understood what students are asked to do. Based on observation, this can be accomplished either by asking students to describe the activity after the teacher has given instruction or by asking students to explain again what has been learned. Therefore the teacher will ask students after the teacher delivers the material. If students do not

understand, the teacher will repeat it. The English teacher also rewarded her by saying "good" and giving a big round of applause. This aims to motivate students to be more active in learning.

e. Discipline

The fifth and final component of effective classroom management is discipline, which is defined as the prevention and response to behavioral problems.

Based on observation Wednesday, September 19th, 2019, to create discipline, teachers tend to give threats or warnings if there are students who do not pay attention to teacher instructions. The teacher calls and approaches students who do not pay attention to the lesson or students who disturb other students. even the teacher also asks the student to bring his chair to sit in front of the class besides the teacher's table so that the student is deterred and does not repeat it.

2. The problems faced and solution by the English teacher in managing a classroom at the Seventh grade students of MTSN II Surakarta in Academic Year 2019/2020.

Based on research finding, there were several problems when applied classroom management. Based on the interview with the teacher in MTSN II Surakarta, there were four big problems; The problems were Lack of confidence, Lack of knowledge or unprepared material, Lack of motivation and students misbehavior.

a. Lack of confidence

The first problem is lack of self-confidence, Based on observations in Class VII C on Friday, September 20th, 2020 at 08.50-10.10 with Dra. Sri Widayati, when the learning activity took place the teacher asked students to repeat the previous lesson material that had been given by the teacher the previous day. However, there were no students who answered. The class was silent for a while, after which the teacher called the name of the student who was asked to answer the question. The student who is named by the teacher finally tries to answer the question from the teacher. Thus it can be concluded that class VII C students lack self-confidence. Besides, there is no courage of the students to turn themselves in before the teacher calls out the names of the students one by one. In the teaching and learning process, lack of self-confidence is one of the things that hinders the teaching and learning process. Student readiness must be increased. The teacher explained,

English Teacher : *"During the teaching and learning process, I usually ask students to answer questions from the material that has been given. Those who are ready can answer it, but no student wants to answer it. The class was quiet. I usually use a different way of teaching each class. "For class VIIB, I don't need to call their names, surely there are students who point their fingers and answer them. Even fighting over with their friends, because they were very enthusiastic about the English class. I also use role-playing*

strategies to increase student confidence and success strategies”.(Monday, January 13, 2020 at Teacher’s office)

The teacher always uses different ways to get an effective teaching and learning process, especially for grade VII B students. The teacher calls the name of the student to answer the question if the teacher is not ready to approach the student chair. This means that VII B students are always ready and confident during English lessons because the enthusiasm of students in learning English and using role-playing strategies can foster students' self-confidence.

b. Lack of knowledge or unprepared material

The next problem is the lack of material knowledge or unpreparedness, based on the results of observations in Class VII B Monday, September 23th 2019 at 09.05-10.25 WIB with Dra. Sri Widayati, the teacher in this class seemed confused while teaching. The teacher only asks students to work on the questions on the LKS without being explained by the teacher. After 5 questions are resolved, the teacher and students correct the results of the student assignments. This was done several times without any material explanation. After that, the teacher asks students to make free essays so that learning time is not wasted. According to the teacher's interview, Dra. Sri Widayati,

English Teacher: *"The second problem with teachers is that teachers do not prepare learning material. Failure in the learning process is not only because of students, it could also be because of*

the teacher. I never did prepare learning materials, in the end when I taught I only held worksheets. After that, I asked students to write freely so that time was not wasted. Then after finishing I asked the students to submit their essays ”. (Monday, January 13, 2020 at Teacher’s office)

In the teaching and learning process, the teacher is an important component. But if the teacher lacks knowledge or unpreparedness for the material, so that it can hamper the learning process. Everything that is needed in teaching and learning must be prepared as much as possible and the teacher must also be able to manage the class.

c. Lack of motivation

The third problem is a lack of motivation. Based on observations in class VII D Thursday, September 19th, 2019, at 08.50-10.10 with Dra. Sri widayati., When the teacher delivered the learning material, there were some students who looked rowdy and even asked their friends to chat. Students seem bored with the material presented. The teacher reprimands some rowdy students, after the teacher finds out that the student is bored, the teacher makes a game about the material that has been taught. Because that day the lights went out so the teacher didn't bring an LCD which was replaced by playing games. The teacher plays an English song and asks students to write down what they hear. The classroom atmosphere is conducive and students pay attention to the teacher's

direction. Students listen to music while writing what students hear. According to the teacher's interview,

English Teacher: *"There are some students who are not interested in learning English. I sometimes use media for learning. Students really like to listen to music or movies, usually, I listen to English songs and then ask them to write whatever they hear, it can make students happy and increase student vocabulary. But it can also make me neglected because students are only happy with the screen and without paying attention to me. So I reduce the use of media"*. (Monday, January 13, 2020 at Teacher's office)

In the teaching and learning process, the teacher is an important component. However, if the teacher lacks knowledge or material unpreparedness, it can hinder the learning process. Everything that is needed in the teaching and learning process must be prepared as much as possible and the teacher must also be able to manage the class.

d. Incorrect student behavior

The last problem is student delinquency. According to the teacher's interview with Dra. Sri Widayati,

English Teacher: *"usually the problem is when I explain or talk in class, the child likes to talk to himself. Usually, when I get really pissed off calling them and dropping them off, I scold them. If not, then I move the chair next to me. Well, after that the students*

paid attention because there were no friends to chat with”.

(Monday, January 13, 2020 at Teacher's office)

Students usually talk to their friends when the teacher is also talking. This interferes with teaching and learning activities when the teacher delivers the material. The students didn't pay attention to the teacher.

Based on Observation in-class VII C, Wednesday, September 19th, 2019 at 08.50-10.10 with Dra. Sri Widayati, when the teacher was delivering learning materials, students chatted by themselves with the next friend. His voice really annoys other friends who are paying attention, because the teacher feels no longer being noticed, the teacher stops explaining and then pays attention to busy students. But the student doesn't even feel it and continues the conversation. The teacher immediately rebuked the student and finally the student was silent. But after a while the teacher explained, the students became rowdy again, finally, the teacher asked the student to move his chair in front of the class. This method is effective for getting students to pay attention to the teacher. because there are no friends to chat with anymore.

This means how to respect the teacher when the teacher speaks in front of the class and the students chat when teaching and learning activities are running. The teacher warns students when they interfere with the teaching and learning process.

B. The Research Discussion

1. Classroom Management Conducted by English Teacher at at the Seventh grade students of MTSN II Surakarta in Academic Year 2019/2020

In this part the researcher discussed the Classroom Management Conducted by English Teacher at at the Seventh grade students of MTSN II Surakarta. The researcher conducted classroom management divided into five aspects. There were physical design of classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

a. Physical Design of Classroom

The first component of the process of classroom management is the physical design of the classroom. According to Garret (2014:13), one of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. According to observation, the teacher of VII class applied various seating arrangement depended on the activities. The teacher set the seating arrangement in orderly rows when the teacher told and presented the material use the board. As stated by Fauziati (2015:83), the arrangement depend on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom.

Harmer (2007:41) also stated that Orderly rows imply teachers working with the whole class. In the first observation, the teacher arranges the students' seat in row when she asks students to work in group. This finding was support the theory of Harmer that separate table is useful arrangement for group learning and work. The desks together make it easy for all students in the group to see each other and to discuss. Therefore, the teacher used separate table to set the students' seating arrangement. In the second observation, the teacher asked the students to made pair group.

Harmer (2007:42) stated that Pair work and group work are possible even when the class is seated in orderly rows, students can work with people next to them or in front of them or behind them. Garret (2014:16) also stated that the advantage of used orderly rows is easy for the teacher to move around and talk with individuals or with pairs. Therefore, the teacher used orderly row to set the students' seating arrangement.

Orderly rows, students can work with people next to them or in front of them or behind them. Garret (2014:16) also stated that the advantage of used orderly rows is easy for the teacher to move around and talk with individuals or with pairs. Therefore, the teacher used orderly row to set the students' seating arrangement.

However, in the last observation, the teacher arranges the seat in orderly rows. This indicated that the teacher of VII class manage

the seating arrangement in various ways depending on the lesson activities according to the material.

b. Rules and Routines

Probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures (Marzano, 2003:13). According to Garret (2014:29) Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior.

The teacher used positive language to create rules. According to Garret (2014:30), The rules using positive language results in a more positive classroom environment overall because it emphasizes good behavior. Based on finding, the teacher used two kinds of rules. Firstly, rules with general wording refer generally to many different situations the teacher said “Be a good friend,” “Do your best,” and “Respect others”. Secondly, rules with specific wording focus on particular situations, such as “No talking,” and “One person speaks at a time.”

Routines are essential for the overall fluidity of the classroom. According to Garret (2014:34), most classrooms have many different needed routines, and it is critical for teachers to work out what these will be. Based on finding, there were three two of routines. Firstly,

movement routines provide students with explicit steps for entering, exiting, and moving about the classroom. The students always request a permission to the teacher when the students exit the classroom such as there was a student would went to toilet said that "I asked permission to go to toilet, miss.", when the students called by someone to gather in the yard, the students also request permission. Secondly, lesson-running routines designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what student should bring to class.

c. Relationship

The third component of classroom management is developing caring relationships. According to Garret (2014:45), The idea of developing caring relationships is often overlooked during conversations about classroom management. When the teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. Based on finding, there were two types of relationship.

1) Relationships among students.

Garret (2014:50) stated that relationships among the students in a classroom also have a strong impact on classroom

management. The key to developing positive interpersonal relationships among students was to provide students with opportunities to connections with their classmates. Based on finding the teacher used of team-building activities which require small group to work together to accomplish a task successfully. This activity promote positive interconnections because students need to work together to succeed.

To encourage the interaction between students, the teacher arranged the students to work in group or practice in pairs. It is support the theory of Scrinever (2005:67) stated that teacher should encourage interaction between students rather than only between students and teacher, and teacher and students. Harmer (2008:24) also said that, good teachers are able to be flexible, using different class groupings for different activities.

On the other hand, the interaction in teaching and learning process of VII class tend to went from students and teachers and teacher and students. The teacher managed the learning activities mostly in lecturing method. She considers that lecturing is a good way in delivering the material especially in VII C class. It was also stated by Haddad (2006: 77) stated that lecturing is perhaps the oldest and still most commonly used teaching method, and it is the one most often used for large classes.

2) Teacher–Student Relationships

Before the lesson started the teacher often gives open-ended question for the students. This activity is aimed to increase the students talk. Ur (1991:82) stated that open-ended cues provide opportunities for response at various levels. It was one way to stimulate students to talk. In presented and explained the material the teacher uses lecturing or presentation method. During the lesson, the teacher sometimes gave some questions to draw the students' attention and to check the students' understanding. The teacher also gave opportunities for students who did not understand the material to ask her.

d. Engaging and Motivating Instruction

The fourth component of classroom management was engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. According to Garret (2014:63) the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson. Engaging and motivating instruction goes a long way toward eliminating behavior problems before they start. To implement a lesson smoothly, teachers must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating lesson.

1) Plan for the necessary materials

Garret (2014:64) stated that most successful lessons draw on a variety of materials throughout the lesson. Based on finding, the teacher used material such as laptop and speaker when the teacher made games. The teacher also used whiteboard when the teacher presented the materials. She used it to explain the material, give instruction and give examples of the material. As mentioned by Garret (2014:64) that boards give students add visual input along with auditory. Whereas, the teacher used worksheet that have been provided by the school (LKS) and she made herself when she was giving tasks to the students. The teacher also used textbook and whiteboard to tell the material. In the second observation, the students used any things to do role play. It can be concluded that the teacher used different aid and equipment to support the teaching and learning process depend on the activities.

2) Giving Instruction

When gave instructions, it was important for the students to check that the students have understood what the students were being asked to do. According to Harmer (2007:38), There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Based on finding, this can be achieved either by asking a student to explain the activity after the

teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Therefore, the teacher would ask to the students after the teacher told the material. When the students did not understand, the teacher would repeat it. The English teacher also gave reward by said “good” and gave big applause. This is aimed to motivate students, in order that the students more active in learning.

e. Discipline

The fifth and final component of effective classroom management was discipline, which defined as both preventing and responding to behavior problems. Based on finding, to created discipline, the teacher tended to give threatment or warn when there were students who did not pay attention to the teacher’s instruction. The teacher called and even came close to the students who did not pay attention to the lessons or the students who disturb the other students. This finding support by Larson’s theory (1992:92) stated that when a student is disrupting the class, first try some attention moves. Use direct eye contact or move closer to the student. It is also mentioned by Haddad (2006:43) stated that to control students’ behavior, a teacher should stand close by rather than far away. For the students who were in and out without permission, she threatened to release students from class. While the teacher gave

punishment to the students who did not pay attention to the lesson by gave warn that the teacher would reduce their score. It can be concluded that the teacher seemed to try to overcome the deviant behavior of students.

2. The problems faced and solution by the English teacher in managing a classroom at the Seventh grade students of MTSN II Surakarta in Academic Year 2019/2020.

Based on research finding, there were several problems when applied classroom management strategies. Based on the interview and observation with the teacher in MTsN II Surakarta, there were four problems; Lack of confidence, Lack of knowledge or unprepared material, Lack of motivation and students misbehavior.

a. Lack of confidence

In the learning process there are problems faced by students, one of which is a lack of self-confidence. Lack of confidence means not being able to provide a positive assessment of himself, the environment and through situations. Not only that, people who feel less confident will have negative thoughts, such as being less competent.

Based on the findings, there were several students who felt it. Some students tend to find it difficult to express their opinion when the teacher asks questions, if they are not called by name. So, teachers must have effective teaching strategies to increase self-confidence. The teachers must call their names one by one so that

students immediately answer and do the assignment from the teacher. Teachers using role playing strategies can develop students' self-confidence. Role playing is not only a fun activity but also allows children to overcome frustrations.

b. Lack of knowledge or unprepared material

Teachers may have problems when they have to teach subjects for which they have little knowledge (Tavakoli, Nasri, & Rezazadeh, 2013). Effective In the teaching and learning process the teacher is one important component. However, if the teacher lacks knowledge or material unpreparedness, it can hinder the teaching and learning process.

Based on the findings, teachers sometimes forget to prepare learning materials, so that during the learning process the teacher seems confused in managing the class. Then the teacher can manage the class by asking students to write freely so that time is not wasted. Before teaching the teacher must prepare material to be conveyed to students so that the learning process can be effective.

c. Lack of motivation

Lack of motivation in students can be a very troublesome issue. Some students acquire a lack of motivation because of the fear of failure. Whereas motivation in learning process is very necessary, because motivation is something that encourages, moves and directs students in teaching learning. Student learners are motivated in so

many different ways, especially when it comes to acquiring knowledge and achieving academic performance.

Based on Findings, the teacher using learning media such as of laptops, projectors etc, can make students become enthusiastic in learning process. Students very motivated to learn English through songs and videos in English.

d. Students misbehavior

The last problem in classroom management strategies is Student misbehavior. Garret (2014: 84) the teacher moves closer to the misbehaving student. Most students will not continue to engage in misbehavior if the teacher is standing right next to them. It means that way to respect the teacher when teacher speaks in front of the class. The students usually talk to their friends when the teacher talks too. It disturbed the teaching learning activity. Thus the teacher comes forward to the students who disturb the class.

Based on findings the teacher never let the students to disturbed teaching learning process. The students usually talked to their friend when the teachers tell the material. The teacher warns the students when they were disturb the teaching learning process by moving students' seat.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the conclusion of the research and the suggestion from the researcher are presenting as follows:

A. The Conclusion

In this chapter, the researcher came to the conclusion of this research. Based on research finding and the discussion, there were several points that can be concluded as following description. There are five aspects of classroom management conducted by English teacher at the seventh grade of Mts N II Surakarta. The physical design of the class consists of two components. The teacher uses two types of seating arrangements; The first is an orderly line for the teacher to present the material and a separate table when the teacher asks students to make groups. This shows that grade VII teachers arrange seating in a way depending on learning activities according to the material.

In applying the rules, the teacher uses positive language. The teacher uses rules with general wordings and focus on specific wordings. There are two types of execution routines, movement routines giving students explicit steps for entering and leaving class and lesson execution routines designed to facilitate tasks that take place regularly during lessons.

There are two types of relationships. First, the relationship between students, the teacher takes advantage of team-building activities that require groups. so that students can work together to complete assignments

successfully. Second, the teacher-student relationship. Before lessons begin, the teacher often gives open-ended questions to students. This activity aims to improve students 'speaking skills and students' self-confidence.

In learning to excite and motivate, the teacher uses material in the form of a laptop and LCD when the teacher delivers the subject matter. The teacher also uses the blackboard when the teacher delivers the material. The teacher will ask students after the teacher delivers the material. If students don't understand, the teacher will repeat it. The English teacher also rewarded him with the word "good" and gave a big round of applause.

To create discipline, teachers tend to give threats or warnings if there are students who don't pay attention to the teacher. The teacher stops helping students who are not paying attention to the lesson or students who disturb other students.

Problem faced and solution by the english teacher in managing a classroom at the seventh grade students. The first problem faced was that some students felt less confident. Some students tend to find it difficult to express their opinion when the teacher asks if they are not called by name. The role playing strategies used by the teacher can foster students 'self-confidence and call students' names to speak. Lack of knowledge or material problems that are not ready, teachers sometimes forget to prepare learning materials, so that during the learning process the teacher seems confused in managing the class. Then the teacher can manage the class by asking students to write freely so that time is not wasted. In a lack of motivation, students can be a very troublesome problem. Some students lack motivation for fear of

failure. Teachers who use learning media such as laptops, LCD can make students enthusiastic in the learning process. Students who behave badly usually talk to their friends when the teacher delivers material. The teacher warns students when they interfere with the teaching and learning process by moving student chairs.

B. The Suggestion

After analyzing the data and making conclusions, the researcher has several suggestions for teachers and students, so that the use of the English Teacher Strategy continues to increase. Researchers also provide suggestions to readers and researchers.

1. For Teachers

The researcher has a suggestion that classroom management conducted by english teacher that has been applying in the future increasingly improved and motivating, which in its application will be found various obstacles that must be faced.

2. For Students

This is expected to further increase awareness of each student to be able to learn actively and correctly according to the method given by the teacher through guidance or direction. As good students, they must share responsibilities and play an active role so that the education process can run effectively as expected.

3. For Readers

Hopefully this research can be useful and become a reference if the reader chooses the same title as the researcher. Readers are expected to learn more

sources and references related to education infrastructure and the effectiveness of the learning process. So that the research results can be better and more complete.

4. For Researchers

This research serve as inspiration in conduct an activity that useful in education. Researcher realized that the results of this study are not the perfect study. So, this research needs to be an improvement for further researchers in order obtained more perfect research result.

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APPENDICES

APPENDIX 1

FIELD NOTE

FIELD NOTE

Code : FN/01

Day / Date : Wednesday, September 19th 2019

Time : 08.50-10.10

Place : VII C

The first observation was carried out on Wednesday 18 September 2019 at 08.50-10.10 WIB. The teacher enters the class at around 08.50, followed by the researcher and the teacher greeting students by saying "Assalamu'alaikum" Good Morning students. Students respond by answering the greeting. Once opened, the teacher checks the student attendance list and asks about previous meeting activities. In checking teacher attendance, the teacher does not check names one by one because calling 32 students takes a lot of time. The teacher asked, "Is anyone absent today? Who is she?" Based on the attendance list, most of the VII C grade students are always diligent in attending meetings. Almost all of them did not attend without any reason, except for illness or whatever agenda was stated on the permit. The teacher introduces the researcher and what the teacher will do in the classroom by mixing the language between Indonesian and English.

Then, the teacher asks, "Do you have homework or assignments? What material did we cover last week?" By asking these

questions students will remember and review previous lessons that have been studied because the material is always related to other materials.

In this meeting, the material is telling time. At the previous meeting, the teacher explained the clock and then how to read the clock. The teacher explains the material using LCD media and uses a wall clock to make it easier for students to understand it. The teacher also uses a blackboard in his explanation. In a classroom physical design setting or seating arrangement. In the seating arrangement, the teacher uses orderly rows when explaining the material. besides that, it also facilitates teaching and learning activities. During class begin, one of the students is allowed to go to the toilet, "I ask permission to go to the toilet, miss". then the teacher allowed it. The teacher implements that if students are going to leave the lesson they must first get permission. After the teacher has finished explaining, students are asked to do worksheets. when the teacher was explaining there was one student who was rowdy and instead invited his friend to chat and his voice really disturbed his other friends. Because the teacher feels no longer being paid attention to, the teacher stops to explain the material and then summarizes the students. But the student didn't feel it and continued the conversation. Finally, the teacher immediately rebuked him. The student was silent. After a while, the teacher explained again. The student became noisy again, finally, the teacher asked that his chair be moved to the front of the class besides the teacher's desk. and teachers continue learning.

After learning is complete, the teacher reviews the material. The teacher wants students to study the material and conduct individual evaluations at home. The teacher provides advice to students. the teacher says "Be a good friend", "Do your best," and "Respect others." So that students can not talk to themselves during lessons and suggestions about what can improve their abilities. The teacher also motivates students so that their students are always excited. Then, the teacher closed the lesson by thanking the students for their attention and saying "Wassalamu'alaikum wr.wb."

FIELD NOTE

Code : FN/02

Day / Date : Thursday, Sept 19th 2019

Time : 07.30-08.50

Place : VII D

The second observation was carried out on Thursday, 19 September 2019. After the bell rang at 07.30 WIB, the teacher left for the classroom. The students are ready in their seats and the teacher begins the lesson by greeting. No students were absent. After opening the class, the teacher asks about the homework that was given last week, the material is the clock, "Do you have homework? Come on who wants to work on it later? Teachers give more value. " After that many children raised their hands and the teacher chose 5 students to come to the front of the class because the homework is given only consisted of 5 questions. While waiting for the students to come to the front of the class the teacher reminded all students that next week there would be an independent test and all students were asked to study and do it seriously so that their grades are good. After all, the students face the teacher with the students correcting the answers the students are working on. The teacher says "if there is a wrong answer then write down the correct answer for the subject matter." After finishing the teacher continues the next material.

The material that will be discussed today is objects around me (objects around the school and home), the teacher asks students to open textbooks with new material themes. The teacher explains the meaning of the material then gives an example. when explaining the material some students looked rowdy and did not pay attention to the teacher's explanation. immediately admonished him and advised the student. It seems the students are bored with the teacher's explanation. Because on that day the lights went out and the teacher didn't bring the LCD media as usual. Then the teacher took the initiative to make a game so that students didn't feel bored. The teacher also sings English songs and asks students to write what they are listening to. The classroom atmosphere is conducive and students pay attention to the teacher's direction. Students listen to songs sung by the teacher and while writing what students are listening to. After class hours are over the teacher closes the class and prays together and says hamdallah.

FIELD NOTE

Code : FN / 03

Day / Date : Friday, September 20th 2019

Time : 08.50-10.10

Place : VII C

The third observation was carried out on Friday, September 20, 2019, at 08.50-10.10. The teacher enters the class at around 08.50. as usual, the teacher opened the class and then took the students off. then the teacher prepares the material that will be given to the students. After opening the class, the teacher asks, "What material did we cover last week?" By asking these questions students will remember and review previous lessons that have been studied because the material is always related to other material. Then the teacher asks the students to answer. but none of the students wanted to answer it. Then the teacher called one of the students named Arifin. then Arifin answers as best he can and if something goes wrong the teacher explains it again and also rewards him by saying "good". after that the teacher continued the material.

In this meeting, the material was Things Around Me. At the previous meeting, the teacher explained about examples of objects around me. First, the teacher encourages students to review and remember their opinions up to the last material. After that, the teacher explained about examples of objects around me. after that, the teacher opens the PowerPoint slide and

shows examples of objects around it. use pictures so that students better understand and remember them. after that the teacher instructs the students to read the slides shown. after finishing, students are asked to make groups of 4-5 students. Here the seating arrangement for the teacher uses a separate table when forming groups. Then each group was given several pictures and students were asked to find English from the picture. Each student is required to bring a dictionary. Then the traveling teacher to monitor student assignments. After finishing each group to read the results and the other groups to write them down. After class ends. The teacher closes today's lesson, and also provides comments on student performance and any suggestions that need to be improved. The teacher also motivates students. Then the students clapped their hands. The teacher continued, "Do your best, be strong. Continuing to learn English is the 'key', the key to all subjects. Because English skills are always used. Do your best, wake up! Thank you very much and I love you. The students replied, "I love you too." The teacher says hamdallah and greetings.

FIELD NOTE

Code : FN/04

Day / Date : Monday , September 23th 2019

Time : 09.05-10.25

Place : VII B

The fourth observation was conducted on Monday, 23 September 2019 at 09.55-10.25 WIB. The teacher enters the class at 09.55, followed by researchers and teachers greeting students by saying "Assalamu'alaikum" Good Morning students. Students respond by answering the greeting. Once opened, the teacher checks the student attendance list and asks about previous meeting activities. In checking attendance, the teacher does not check names one by one because calling 32 students takes a lot of time. The teacher asked, "Is anyone absent today? Who is she?" Based on the attendance list, most of the students in class VII B always attend meetings diligently. Almost all of them did not attend without any reason, except for illness or whatever agenda was stated on the permit. The teacher introduces the researcher and what the Teacher will do in the classroom by mixing the language between Indonesian and English.

On that day, it turned out that the teacher forgot to prepare the material for teaching. The teacher looks confused while teaching. Then ask students to open their worksheets and ask students to do the questions. There are 5 questions and the teacher does not explain it first. After 5

questions are completed, the teacher and students correct the results of the student assignments. And this is done without any explanation of the material. After that, the teacher asks students to make free essays so that their learning time is not wasted.

After class, hours are over the teacher orders the essays to be collected. Then the teacher closes the lesson by giving thanks for the attention of the students and saying "Wassalamu'alaikum wr.wb."

APPENDIX 2

INTERVIEW GUIDE

INTERVIEW GUIDE

1. Bagaimana Anda menerapkan Pengelolaan Kelas saat proses belajar mengajar di kelas?
2. Masalah apa yang dihadapi saat menerapkan Manajemen Kelas selama proses belajar mengajar?
3. Bagaimana Anda menangani masalah ini?
4. Apa yang Anda lakukan jika ada siswa yang mengganggu proses belajar mengajar di kelas?
5. Bagaimana Anda membangun komunikasi antara guru dan siswa di kelas?
6. Apa saja faktor yang mempengaruhi pengelolaan kelas selama proses pembelajaran?

APPENDIX 3

TRANSCRIPTION OF

INTERVIEW

TRANSCRIPTION OF INTERVIEW

Date : Monday , January 13th 2020

Resources : Dra. Sri widayati

Interviewer : Defi kholilah

Place : Teacher's office

This meeting between the reseacher and the english teacher, her name is Dra. Sri Widayati. The dialogue can be seen in the following text :

The Researcher : Assalamua'alaikum Wr.Wb bu.

The Teacher : Wa'alaikumsalam Wr.Wb

The Researcher : Sebelumnya mohon maaf mengganggu waktunya sebentar bu. Saya Defi Kholilah masiswa IAIN Surakarta yang ingin penelitian dengan ibu.

The Teacher : Mbak defi yang kemarin penelitian ya?

The Researcher : Iya bu. Saya kemarin sudah janji sama ibu untuk wawancara hari ini dengan jenengan bu.

The Teacher : Oalah monggo mbak. Ini saya juga lagi longgar mbak, silahkan mau tanya apa?

The Researcher : Yang pertama saya mau menanyakan bagaimana ibu menerapkan manajemen kelas saat proses mengajar di kelas?

The Teacher : Saya kira biasa seperti waktu jenengan PPL mbak, kalau datang kita salam habis itu kita conversation sebentar, greeting tanya kabar, kemudian mengabsen siswa, setelah itu baru kita mulai pembelajaran, kita mulai dengan review pembelajaran minggu lalu sekitar 5 menit, kalau tidak ada masalah atau bahkan mereka masih ingat yaudah kita lanjut materi hari ini gitu mbak. Terus apalagi monggo?

The Researcher : bagaimana ibu menerapkan managemen kelas saat proses belajar mengajar?

The Teacher : kalau manajemen kelas itu yang pertama ya penguasaan kelasnya itu mbak. Dalam arti menguasai anak didik dulu, kemudian yang kedua adalah penguasaan materi dan yang ketiga adalah metode dan komunikasi. Itu yang paling penting.

The Researcher : Dalam pelaksanaan classroom manajemen tentu saja ada beberapa cara yang digunakan agar proses kegiatan belajar mengajar berjalan dengan efektif, apakah ada cara-cara tertentu bu?

The Teacher : cara yang pertama yaitu desain fisik ruang kelas atau penataan tempat duduk. dalam pengaturan penataan tempat duduk biasanya saya berbeda-beda mbak. Tergantung materi dan kegiatannya. Saya menggunakan

dua cara pengaturan tempat duduk di kelas. Pertama, saya menggunakan tabel terpisah saat membuat kelompok, supaya saya lebih mudah memantau siswa. Yang kedua saya menggunakan orderly rows ketika menjelaskan materi. Selain itu juga memudahkan kegiatan belajar mengajar.

The Researcher : Selanjutnya, masalah-masalah yang mengganggu saat menerapkan manajemen kelas tersebut saat proses belajar mengajar bu?

The Teacher : Untuk siswa kelas 7 biasanya ya rame mbak. Ngobrol sama temannya. Tidak memperhatikan pada saat dijelaskan. Ya seperti itu mbak.

The Researcher : Lalu bagaimana cara ibu untuk menghadapi masalah – masalah yang dihadapi tersebut?

The Teacher : maksudnya solusinya ya mbak? Biasanya kalo saya ya ditegur 1 kali kalo masih rame lagi. Saya marahi mbak. Lalu kursinya saya taruh disamping meja saya biar memperhatikan lagi.

The Researcher : Berikut apakah yang ibu lakukan jika ada siswa yang mengganggu proses belajar mengajar dikelas?

- The Teacher : yang pertama saya lakukan adalah dengan menegur, kalau sudah kebangetan saya pindahkan tempat duduknya itu mbak.
- The Researcher : kemudian bagaimana cara ibu membangun komunikasi antara guru dengan siswa di dalam kelas?
- The Teacher : saya biasanya menggunakan tanya jawab, sebelum ke materi selanjutnya. Memberikan pertanyaan tentang pelajaran sebelumnya gitu mbak.
- The Researcher : Biasanya faktor apa saja yang mempengaruhi manajemen kelas pada saat proses belajar mengajar bu?
- The Teacher : faktornya ya satu kondisi kelasnya mbak. Kebersihan kelasnya kan juga mempengaruhi mbak.
- The Researcher : kemudian ada masalah yang ibu hadapi ketika menerapkan manajemen dikelas?
- The Teacher : pastinya ada mbak, yang pertama yaitu kurangnya motivasi siswa dalam pembelajaran bahasa inggris. Ada beberapa siswa yang kurang tertarik dengan pelajaran bahasa inggris.
- The Researcher : lalu bagaimana ibu menghadapi masalah tersebut?
- The Teacher : Saya terkadang menggunakan media untuk pembelajaran. Siswa sangat suka jika saya menjelaskan materi itu denga

power point mbak. Kemudian ada gambarnya juga jadi siswa lebih paham dan juga memperhatikan.

The Researcher : Selain itu adakah masalah lain bu?

The Teacher : Students misbehavior, biasanya masalahnya saat saya menerangkan siswa suka rame sendiri. Seperti yang saya bilang tadi mbak.

The Researcher : Lalu apa yang ibu lakukan?

The Teacher : ya kaya tadi mbak, biasanya kalau sudah sangat mengganggu saya hampiri ketempat duduk mereka, saya tegur. Kalau tidak ya saya pindahkan tempat duduknya biar tidak sebangku lagi, nah setelah itu siswa tersebut akan memperhatikan mbak karna udah nggak ada temen ngobrolnya. Begitu mbak, ada lagi?

The Researcher : Cuma itu saja bu?

The Teacher : ketidakpercayaan diri siswa mbak. Biasanya saya kan bertanya atau menyuruh siswa mengingat pelajaran kemarin gitu mbak. Terus saya suruh tunjuk jari yang berani jawab seperti itu. Tapi kadang ada siswa yang takut tidak berani mengutarakan pendapatnya. Biasanya ya langsung manggil namanya gitu mbak. kalau tidak seperti itu tidak ada yang berani mbak.

The Researcher : Apakah semua kelas seperti itu bu?

The Teacher : kalau untuk kelas VII B itu tidak perlu saya panggil namanya, mereka langsung rebutan mbak tunjuk jari mbak. Kelas itu memang lebih antusias dalam kelas bahasa inggris. Saya juga menggunakan role playing untuk meningkatkan kepercayaan diri siswa.

The Researcher :Dari ketiga kelas tersebut apa ada kelas yang paling antusias dalam pelajaran bahasa inggris bu?

The Teacher : Ada mbak. Ya kelas VII B itu yang paling antusias.

The Researcher : kemudian ada masalah lainnya lagi bu?

The Teacher : ada lagi mbak, masalahnya dari guru sendiri yaitu kadang guru lupa tidak menyiapkan materi pembelajaran. Jadi ketidakberhasilan dalam proses pembelajaran itu tidak hanya karna siswa, bisa juga karna gurunya. Terkadang saya juga lupa mbak akhirnya saat mengajar saya hanya berpegang LKS saja. Setelah itu siswa saya minta untuk mengarang bebas agar waktunya tidak terbuang sia-sia. Kemudian saya suruh untuk mengumpulkannya.

The Researcher : Baik bu, mungkin itu yang saya mau tanyakan. Terimakasih bu atas informasi dan ilmunya sangat membantu sekali.

The Teacher :iya mbak, sama-sama. Jika nanti lain kali ada yang mau ditanyakan lagi boleh mbak asalkan saya longgar.

The Researcher : baik bu, terimakasih sekali lagi. Kalau begitu Saya pamit
dulu nggih bu. Assalamu'alaikum Wr.Wb.

The Teacher : Iya mbak, Wa'alaikumsalam Wr.Wb. hati- hati dijalan ya
mbak.

APPENDIX 4

PHOTOGRAPH



